DOCUMENT RESUME

ED 039 601 CG 005 428

AUTHOR Lynch, Ann Q.; And Others
TITLE EDUCATION ON HUMAN SEXUALITY IN RESIDENCE HALLS: (1) The Need and Rationale for Education on Human Sexuality among College Students: (2) The Planning: Staff and Process; (3) Implementation of the Program in the Residence Halls; (4) Involvement as a Consultant; and (5) From the Speaker's Point of View.
INSTITUTION American Coll. Personnel Association.; Florida Univ., Gainesville.
PUB DATE Mar 70
NOTE 44p.; Papers presented at the American College Personnel Association Convention, St. Louis, Missouri, March 16-18, 1970

EDRS PRICE EDRS Price MF-$0.25 HC-$2.30
DESCRIPTORS *College Programs, *Counseling Programs, *Dormitories, Guidance Services, *Sex Education, Sexuality, *Student Problems

ABSTRACT

The planning and execution of a program on human sexuality was thoroughly described in these five speeches. Residence halls at the University of Florida were chosen as a setting for the program. The goals included: (1) involving students, counselors, consultants and student staff in a meaningful program; (2) presenting information by qualified resource people; (3) helping participants feel comfortable with the subject of sexuality; (4) personalizing the meaning of the information through small discussion groups; and (5) implementing the program to meet the varying needs of different student populations. The format of the program included: (1) circulation of a Human Sexuality Checklist designed to outline specific areas of interest; (2) a leadership conference involving 300 students; (3) followup programs in the individual residence halls; and (4) continuing evaluation of needs and interests of the students and staff. Results were discussed. (TL)

ED039601

1970 American College Personnel Association Symposium

Education on Human Sexuality in Residence Halls

"The Need and Rationale for Education on Human Sexuality Among College Students

Ann Q. Lynch, Ed.D.
Student Mental Health Program
University of Florida
Gainesville, Florida

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CG 005 428

By way of introduction, I would like to say that we found that there are few words in the English language that do not have some sexual connotation. However, we want to arouse your interest and fulfill your need to know about our program at the University of Florida, reaching a climax about eleven o'clock and then to resolve your questions during the remainder of the time without putting you to sleep. We hope to consummate the relationship of us, the panel, and you, the audience, with the feeling that this morning was both a pleasurable and meaningful experience for all.

Our crazy culture, or "schizoid world," as Rollo May calls it in Love and Will, has looked at sex as naughty and dirty to the extent that anything below the waist and above the knees was considered bad. Fortunately, we are leaving the Victorian times behind us and women, as well as men, can come to find joy in the realization that expression of sexuality is an important part of being human. But we still have "hang-ups" about sex. It is not a matter of who has a sex problem; it is a matter of which kind of problem.

"The times they are a' changing," according to Bob Dylan and with the advent of the "Pill," the threat of the bomb and the affluence of a major portion of our population, the change is accelerating. In the area of sexuality, the question is, "Does the change constitute a revolution or a revelation?"; that is, "Is there more sexual activity or are people just freer to talk about it?" Researchers are beginning to say that there may be slightly more sexual intercourse, and people, especially young people, are much freer to talk about sex. With the milieu one of openness in talk and with the proliferation of books and movies on sex, one might almost wonder why the best educated young people, college students, would be interested in education on human sexuality. You, who are counseling or in contact with college students, will know as we did that they

have many questions and are often as "up-tight" about their personal solutions to these complex situations as the older generation was about its guilt and the double standard.

This is an era in which the mass media sells via sexualization and at the same time, the school and family try to ignore sexuality. Children are growing up with great gaps in their knowledge, much misinformation, and little basis to know what norms of behavior exist. Young people are very aware of the hypocrisy that exists in the gap between what is preached and what is done, while competing values make us all unsure.

The Need for Information

The unexpressed need for more information is nowhere more apparent than in the first bull sessions between the "naive" freshmen and the "sophisticated" sophomores. A real tragedy can be felt behind the "pseudo-sophistication" of many transfer students who are new to the university campus; after all, they are juniors and should know how to handle the fraternity party game.

Married students are often faced with a dramatic shift in the masculine-feminine roles, with the husband in school and the wife working to put him through. Some university men see themselves as self-assured and all-knowing, if not all-experienced, about sex, whereas some college girls admit they want to stay ignorant in order to promote their innocence, which, according to Dear Abby, brings a higher bid on the marriage market.

Our society is asking young people not to enter the labor force until later dates. At the same time that we are asking postponement of marriage, young people are maturing biologically at younger ages. A college education, therefore, fits the requirement of postponing full-time employment and marriage as well as a better vocational education. Somewhere we need to recognize and help young

adults to live with these facts and to integrate them so they come out as healthy human beings.

The expressed need for more information and to make that information personally relevant came to us in our counseling relationships with college students. The problems in developing and maintaining relationships are the meat of counseling. For residence hall counselors, this can involve getting along with a roommate or a steady. Another big problem for many students is how to get a date. It is often easier to manufacture a boyfriend or girlfriend back home than to face a barrage of blind dates. The college years are the time for developmental selection of a mate--that is, dating, courting, engagement and often marriage. Many students come to college anticipating this and become disappointed when they are not at least lavaliered by the end of the sophomore year. More time of student personnel workers can be well spent programming for activities that bring men and women together in ways other than just socials. The college years are a prime time to learn what it means to have relationships. Parents could be helped to understand the process and how important their reactions can be at crucial moments.

Ironically, just as a male reaches a climax quickly, so do males, generally, reach the peak of their sexual energy during the college years, while females are aroused slowly and do not seem to reach their peak until their thirties. We ask males to put the brakes on their sexual expression during their peak years and we want females to be appealing short of consummation and then expect them to become sexually fulfilled with an "I do." The values our society places on achieving for males and acceptance for females become confused when achieving means conquering sexually for the male and acceptance means conforming to the "cool" norm for the female, whether it be "technical virginity" or intercourse for the sake of being like the other girls. We should not be too surprised

that a girl who has played the submissive role all her life cannot say "no" to a guy just because she does not like him.

Searching for one's identity is an earnest endeavor for most college students. This can include fears of homosexuality and confusion about role models. Today, venereal disease is a great threat to teenage health, with the rate of gonorrhea increasing annually.

Every college counselor faces the dilemma of the student with the unwanted pregnancy. The frequency of pregnancies from lack of information never ceases to amaze us. On our campus, we have noticed a high correlation between unplanned pregnancies and Homecoming weekend and Christmas vacation. Even while the women's liberation groups are working for new abortion laws in many states, the requests for abortions in Washington, D.C., far exceed the space available.

A positive approach toward education on human sexuality is needed in order to dispel the myths that no communication or poor communication between college students and their parents has instilled. Perhaps the myth that is most hazardous is the one that always romanticizes sex into love. Greater freedom must go hand in hand with greater responsibility. The rising divorce rate calls us to look at what validity there is in our courtship rituals, as well as the concept of a reality-oriented marriage versus a romanticized one.

The sweeping changes in university policies have necessitated the assumption of responsibility in areas other than pure academics. Now that the university has changed its view on "in loco parentis" and adopted policies giving students more voice in matters of conduct, one area of prime change is the management of residence halls. Curfews are being abolished and open housing is "in." These facts make it a different courting game. More privacy is available than ever before. With the increased freedom, the institution also has increased responsibility to educate the student as a whole person, which includes education on sexuality.

These needs, the expressed and unexpressed, of the students, the residence hall counselors, and other concerned professionals led us toward a pilot program in one all-female residence hall in 1968. Prior to this, an occasional lecture featuring a gynecologist would suffice as the total sex education program. We tapped the students' interest through an interest questionnaire and found a mandate to programming in the tremendous response to the item, "Sex, Birth and Contraception." The appreciation and depth of sincere interest by the students shown in this pilot program paved the way for the program this panel will describe.

The Rationale Behind the Program at the University of Florida

Some of the reasons that the residence hall setting was chosen include the students' expressed interest in the pilot program, the dedication of the counselors, and the changing policies regulating visitation and curfew.

Underlying the program formulated by the Planning Staff was a philosophy that defined human sexuality as an integral part of one's identity and personal development. Our culture gets into trouble in separating sexuality from the total personality. We found that students wanted the facts about physiology and contraception, but they also wanted some views on the psychological aspects of love and sex. We also knew that any moralizing would go over like a "lead balloon." Therefore, of necessity we would be presenting some of our values, but we felt if we so labeled them and gave a range of views, this would put the student in a better position to make his own choices.

Our general goals could be stated as:

(1) To involve counselors, consultants, student staff and students in a meaningful program.

(2) To present information by qualified resource people from the university community.

(3) To help all participants to feel more comfortable with the subject of sexuality.

(4) To personalize the meaning of the information through small discussion groups.

(5) To implement the program to meet the varying needs of different student populations in the residence halls.

The rationale behind these goals can best be shown with examples of some of the procedures we used which the rest of the panel will describe in more detail.

One basic premise that carried throughout the program was the participation was entirely voluntary. This was true of the students, the counselors, the consultants and the speakers, and was a variable that soothed many qualms that we often had. The Planning Staff of counselors and consultants, to which Miss Phyllis Mable will address herself, became involved in the planning, carrying through and evaluation of the program. In the real sense, this was a community program involving many campus agencies and many professionals.

The Human Sexuality Checklist was an instrument developed to tap the interests and concerns of students specifically. The questions came from college students and aroused great interest. The students were surprised that anyone would attempt to answer such questions. The Checklist set a tone for openness and specificity, and gave students a voice in planning the content of the program.

As you will see when Dr. Bill Kline gives his views, the speakers were chosen for their knowledge in areas of human sexuality, but more importantly, for their ability to come across as authentic human beings to students. It was important for the students to hear it from the "experts." Even though the same information may be readily available from one's roommate or on the corner bookstand, it somehow meant more coming from a professional person who expressed regard for who the college student is and empathy for his predicament. For example, it meant more for Dr. Nell Potter, Student Health Physician, to say that a

female can get pregnant when the male deposits semen between her thighs; for Dr. Harry Grater, Director of the Counseling Center, to talk about how sex can be used for hostility, conformity, dependency or adequacy; and, for Dr. Mary McCaulley, Clinical Psychologist, to say that masturbation is a natural gift to discover one's own sexual response.

The biases of the speakers were made explicit. Consensually, I believe we can say that they valued the rights of the individual, respect for all human beings, and the feeling that greater freedom assumes greater responsibility. To help all those involved to feel more comfortable with the subject of sexuality, the program used the language of sex openly. Not only did the speakers respond to the questions on the Human Sexuality Checklist in an open, specific way, they also presented a range of views on many of the value questions.

How the program was implemented in the residence halls to meet the varying needs of different student populations will be described by Mrs. Barbara Lembcke. These varying needs were taken into account in the planning, inplementation and evaluation of the program. Respect for the individual and an attempt to be in touch with the specific needs of the residents were underlying values of this phase of the program. The student residence hall staff, who were the primary participants in the leadership conference, later formed the nucleus of the planning committees for the program in the residence halls.

Our Interhall President, Miss Susan Johnson, will describe her own feelings as a student, and as a member of the student staff. Susan will share her views of the value of this program to other students, and how she thinks students at other colleges might respond to a similar program.

Small discussion groups were a unique feature of our program. The Planning Staff felt that only as information becomes personally relevant can it be integrated. The groups were coed and had qualified group leaders. Students

recognized that hearing their peers, especially the opposite sex, talk openly about common concerns, helped them to formulate or to change their views. The groups provided an opportunity to discuss the content of the presentation and describe their reactions, opinions and feelings about the program, as well as to try some techniques of group process which would facilitate the discussion. There is something inherently right about young men and young women talking openly together about human sexuality and finding that they can respect and value each others' feelings without necessarily sharing the same viewpoints.

As Dr. Carl Clarke speaks to the role of the consultant in the process, you will become aware of the importance of creative leadership and shared planning in the development of our program. He will also give you some data on the evaluation of the program. We will then encourage you to ask questions.

In conclusion, I would like to say that even though the University of Florida did earn the Playboy nomination as the sexiest campus in the country, we are hoping that our educational efforts will serve to enlighten students and ourselves to a greater realization of what it means to be fully human.

EDUCATION ON HUMAN SEXUALITY IN RESIDENCE HALLS

The Planning: Staff and Process

Phyllis Mable
Assistant Director
Division of Housing
University of Florida

Mental Health Project
Division of Housing
University of Florida
Gainesville, Florida 32601

CG 005 428

Introduction

Early in the fall of 1968 the Division of Housing and the Student Mental Health Service made a commitment to continue to explore student needs and concerns as related to human sexuality and to generally evaluate and incorporate what we had learned from a pilot program in one of our women's halls the previous year. As we began to recognize and understand the weakening of traditional controls and to some extent the lack of communication between college students and their parents, as well as adults in the University community, we felt a responsibility to provide an opportunity for students to involve themselves with information and ideas that would give them some sense of direction for dealing with inner uncertainties and confusions and for understanding themselves and their problems.

Motivation

Our housing counselors work together on a number of innovative plans and programs which reflect developing needs according to their interests and talents and, consequently, counselors for program who felt education with respect to human sexuality could make a difference to student life attended a first meeting to brainstorm and explore what they could do. On a self-selection and, to some degree planned basis by hall, all halls except one with a staffing problem were represented. My role as Assistant Director of Housing was simply one of defining the problem, reviewing the pilot program, and setting the stage for a planned course of action. I then became a member of the planning staff and offered leadership and direction on the basis of my experience and opportunities for facilitating plans. The pilot program from the previous year was a tentative and hopeful beginning and reflected a method for meeting student

needs. The first meeting of the counselors and two consultants from the Student Mental Health Project Staff, who had in fact planned and carried out the pilot program along with one of our housing counselors, positioned an exciting step with committed people toward what happened last year and what is happening again this year with revisions and new developments.

First Meeting

The counselors came together to share ideas in an attempt to find something that would be relevant and make a difference to the students in their halls. They were well acquainted with the different living areas and it was obvious that a program planned and executed by staff and student leadership in one living area would not necessarily be appropriate for another area. Each area differs in terms of staff, student leadership, physical arrangements, sex, size, and level of student sophistication.

The group was in agreement that human sexuality should be presented in a manner that would promote growth and understanding of the personal self toward social responsibility. It was recognized that available speakers who were able to really "come across" to students were limited. These resource persons could not possibly be used in every residence hall program. Furthermore, the pilot program pointed up the value of also using small group discussions in making the factual information more personal to the students.

The group concluded that the contribution of resource speakers and leaders from within the University community would have to be augmented by what the staff and student leaders in each area could do. It was decided that a weekend leadership conference should be planned before

trying to develop individual area programs. Conference participants would be counselors, student staff, and student leaders who would be involved in planning a program within each residence area during the following months.

Objectives

The purposes of the conference would be to (1) provide an experience which would help staff and student leadership be more comfortable with the subject of human sexuality, (2) demonstrate programming ideas and procedures, a model, that could be utilized in the various residence areas, and (3) acquaint staff and student leaders with resource people whom they could involve in their programs.

Experience and Process

The planning staff met on a weekly basis during most of October, November, and December and members of the staff experienced a sense of genuine enthusiasm for the task coupled with a growing feeling of solidarity with their peers who were also involved with planning. Much of this feeling was the result of Dr. Carl Clarke's leadership and then there was the additional feeling that what was happening was going to make a difference to students. Members of the planning staff discovered themselves experiencing and enjoying relationships with authentic and dedicated persons. They did not always agree but from these relationships they developed a framework which had meaning and substance. The objectives, format, and design of the leadership conference grew out of a sharing and working through of ideas by the planning staff. The diversity of backgrounds, talents, and skills of the staff added to the awareness of what

needed to be done and to the implementation of the conference objectives.

A momentum of excitement built as the fall quarter progressed. Ideas were talked out, opinions were shared, and consensus on objectives and methods was reached after many hours of discussion. The counselors were always in close touch and communication with their students and talked with them about the ideas that were generating in the meetings of the planning staff. It was constantly necessary for each counselor and the planning staff to supplement intuition with evidence, to temper emotion with reason, and to soften prejudice with a broader perspective. The students were a ready and eager source of assistance and therefore contributed significantly to furthering each counselor's wisdom, energy, and devotion to the task. Dr. Clarke was able to bring organization to the spontaneously shared ideas, thus enabling the planning staff to focus its ideas and concerns and actualize its objectives.

Plan

Certain ideas emerged as to the format for the leadership conference and the plan became fairly specific.

WHEN? A weekend in early January, 1970, soon after the holidays when activities would be minimum was selected. This schedule would allow adequate time for preparation by the planning staff prior to the conference, and, similarly, would allow time for continuation of the program in the residence areas after the conference. The time schedule for the sessions would be Saturday morning, Saturday afternoon, and Sunday evening.

WHERE? The centrally located J. Wayne Reitz Union offered the advantage of having a ballroom which could easily seat the 300 participants as well as numerous meeting rooms to accommodate the 29 small group discussion meetings.

WHAT? The following topic areas were decided upon:

Session I: The Act of Intercourse

Session II: Sexual Behavior Other than Intercourse

Session III: Attitudinal Aspects of Love and Sex in Human Relationships

In each session resource persons were to make presentations guided by the questions from the "Human Sexuality Checklist" dealing with the topic. The presentations were to be followed by small group discussions led by qualified group leaders, in order to personalize the content of the presentations for each student. The last session was to be followed by a meeting of the participants from each residence areas so that they could begin to make plans for their own programming. In addition, an exhibit session was held Sunday afternoon to display available related materials.

WHO? Speakers from the University community were selected who had knowledge in the appropriate areas of human sexuality and qualities of genuineness as well as some stage presence. Special concern was voiced that the speakers should be persons who themselves felt comfortable with the subject of sex and who could help the participants feel comfortable.

Small Group Discussions

The planning staff strongly felt that small group discussions should be a part of the conference. It was anticipated that students might be somewhat reluctant to discuss their feelings and attitudes toward their participation in the conference and toward their own sexuality. However, it was felt that being in a group where personal feelings and different points of view were shared would enable the students to gain more from the factual presentations than would be the case if they were simply talked to.

The inclusion of small group discussions in the conference was designed to accomplish several objectives. The participants would experience for themselves the value of the small discussion group process and therefore might want to include it as part of their own area programming. Secondly, having had the experience, their own attitude would positively influence students in their areas. Finally, some of the student staff and student leaders would be able to serve as group leaders in their own area programs.

Conference Participants

The conference was planned for 300 participants. The number of discussion groups which the available space would permit and the approximate number of participants counselors thought would be interested determined this number.

Each counselor utilized a different method in selecting students to be invited to the conference. Most of the student staff in each area was invited. Some areas also invited student leaders who held positions in the area government and who indicated interest in developing programs in

their hall. Some areas used screening procedures to determine who would be interested and willing to work on later programs. The response to the invitations was enthusiastic. In fact, many more students wanted to attend than it was possible to include.

Human Sexuality Checklist

The planning staff felt a need to involve, in the planning of the leadership conference, some of the students who would be participating, in order to tap the concerns of students about program content.

Each counselor submitted a checklist of 300 questions on human sexuality to their student staff leaders. The students were asked to select the most important questions and to write additional ones to cover their particular concerns. The original 300 question checklist was composed of questions submitted by college women living in residence halls at another University. The language of the questions, their openness and their specificity created a tone and stimulated student interest beyond any predictable level. Students had difficulty believing that any would ask, let alone try to answer for them, such questions. Their excitement about the forthcoming leadership conference began to increase at this point and the actuality of the experience was a forceful motivating feature.

With students indicating the areas of their interest on the original checklist and adding questions of their own, the planning staff got a fairly accurate reading of the areas of student concern in human sexuality. This step enabled the planning staff to select topics which covered both male and female points of view and later gave direction for individual area programs.

A planning staff commitee developed a revised checklist of the 75 questions most frequently checked by their students. These questions were organized accordingly into the following three broad areas: (1) The Act of Intercourse, (2) Sexual Behavior other than Intercourse, and (3) Love and Sex in Human Relationships. In considering what content should be covered in the conference, it was decided that a session should be devoted to answering the questions in each of these three areas.

Conference Packets

Each participant was given a packet of materials a few days prior to the conference. The packet contained a letter asking the student to devote approximately thirty minutes to the materials in order to enhance the value of the conference for himself and the residence hall he would represent. The packet also contained a name tag and a program listing topics, speakers, and procedures. A description of the group discussion process was included to help prepare participants for this part of the conference.

The packet also included a copy of the Sex Knowledge Inventory to be completed by the student prior to the conference. The Inventory was utilized as a teaching and research tool. A copy of the revised "Human Sexuality Checklist" was also included in the packet. The student was informed that the resource speakers in each conference session would attempt to answer the questions in the topic area for that session. The outside of the packet indicated the student's discussion group number, the room in which it would meet, and the name of the discussion group leader.

Evaluation and Potential of the Planning Method

It is always difficult to say what determines whether or not an experience has an impact. The planning method which was used appears to have potential as indicated both by the satisfaction reported by the participants and by the fact that the model has been used by staff and students in the various halls for the planning of a number of projects, tasks, and programs both last year and this year. The involvement of students in the process, of course, is vital and their reactions frequently appear as favorable as those of counselors primarily because of the stimulation and involvement that is a part of the model and process.

The planning staff felt a need to record the various steps leading to the conference and to incorporate evaluation into the process. Each member wrote a report of his experience in the planning process. As one counselor concluded, "We all feel we have experienced a melding of ideas. A student need came to the surface, was recognized, and has been the focus of our time, thought, and concern in the group endeavor. This leadership conference is, we feel, a first step toward meeting that need."

The planning staff process was duplicated in the various halls and then it has been used in similar ways this year. Additions, deletions, and modifications have occurred, but the opportunity to explore a need or idea, to embark upon a task relevant to the need or idea, and to see the task to completion with some kind of organization, motivation, and evaluation represents a model for action. Learning and personal development occur largely through action and this obviously is why the model has potential. It is exciting to see student and staff planning committees throughout our

residence halls engaged in various tasks and it is exciting to realize that they represent opportunities for relevant behavior, active expression, and responsible participation.

When Marshall McLuhan said "We must understand that a totally new society is coming into being, one that rejects all our old values, conditioned responses, attitudes, and institutions," it becomes a challenge for students and educators to facilitate personal growth and social change. Our attempt is but one small and possible way.

EDUCATION ON HUMAN SEXUALITY IN RESIDENCE HALLS

Implementation of the Program in the Residence Halls

Barbara Lembcke
Counselor for Programming
Division of Housing
University of Florida

Mental Health Project
Division of Housing
University of Florida
Gainesville, Florida 32601

CG 005 428

Introduction

The Leadership Conference's last session entitled "Planning Sessions" facilitated the implementation of eight separate conferences in each residence hall. This planning session devoted its efforts to the creation of future conferences while ideas were fresh and experiences still very real. Informally and spontaneously these discussions marked the beginning of the planning committees from each hall that would eventually implement unique and exciting programs throughout the remainder of the academic year.

All but two of the eight initial groups developed into hard-working, creative and determined planning committees. Each conference was a direct result of the ideas and decisions of its planning committee. The Counselor for Programming, as a consultant, provided leadership to each committee while the students who lived in each hall and who had participated in the Leadership Conference actually created the ideas and made the decisions effecting the appropriate conference for their hall. The two exceptions had rather weak planning committees composed of student staff and one or two devoted students. The counselors took a more active role but in no case did they develop a conference without student assistance.

Six out of the nine residence halls at the University of Florida are co-educational. In keeping with the Leadership Conference's theme that conferences on human sexuality should be conducted in a co-educational setting, the one male hall joined with each of the two female halls so that all eight conferences were co-educational.

The similarities and differences between all eight conferences reflect characteristics of students in each hall. Such factors as students' age, sex, degree of sophistication in the area of human sexuality, size of

living center, and personal reaction to experiences at the Leadership Conference resulted in the implementation of eight unique programs carried out throughout the Winter and Spring Quarters.

Content

In general, the substantive content of each conference was very similar to the content of the Leadership Conference: physiology, the act of intercourse, other sex acts, veneral disease, contraceptives, psychological aspects of sex, femininity, masculinity, courting, and attitudinal aspects of love and sex. Some conferences included the topic of pregnancy and child birth; others deleted psychological or attitudinal aspects giving primary focus to physiology. With these few exceptions, however, the individual conferences attempted to follow the guidelines given by the Leadership Conference of providing a program carefully balanced between physiology and psychology.

Speakers

Careful thought was given by each planning committee over the quality and expertise of each speaker. Many speakers from the Leadership Conference were asked to speak again at numerous conferences. Specifically, Dr. Nell Potter of the Infirmary was asked by all eight planning committees to speak on physiology. Her unique talents of being scientific yet warm, witty and personal on stage was quickly noted by members of the planning committees. Some of the psychologists from the Leadership Conference such as Dr. William Kline were asked time and again to speak, often on different subjects at each conference. With time and experience, the planning committees tapped other resources such as the Medical Center and

the Psychology Department for new speakers.

Interest Stimulation and Publicity

Although the topic "sex" served as its own drawing card, planning committees learned from their own expectations and reactions to the Leadership Conference that the nature and purpose of their own conference was extremely important to publicize to the students. To counteract predicted expectations of a moral, sermon-type conference and to stimulate even greater interest and participation by the residents of each hall, each planning committee decided to distribute a list of questions on human sexuality they helped to formulate during the planning stages of the Leadership Conference. This questionnaire reflected the maturity of the questions that would be raised and answered throughout the conference in their own hall. Patiently the planning committee members passed out the questionnaires to each floor, encouraging residents to read it over, add or delete any questions of significance, then return it to the planning committee so the speakers would know what to talk about. The theory behind the use of this questionnaire, or for that manner any questionnaire used for purposes of programs, was that ignorance is more easily realized when questions are raised that cannot be answered. Another purpose was to tap the precise questions of students in each hall so speakers could be more exacting in their talks and not ramble or stray from student questions. Evidently the questionnaire served as an effective way to publicize and stimulate interest because students participated actively in attendance and post-speaker discussions. More importantly, however, it provided guide-lines for speakers and allowed more assurance that the material presented

was relevant to the students.

Structure of Conferences

The structure or format of the conferences differed with each hall. Planning committees generally adopted one of two formats: 1) multi-week lecture series, or 2) a one or two-day weekend conference.

Most of the large co-educational halls, unlike the weekend Leadership Conference, conducted multi-week conferences varying from 3 to 6 weeks in length. The structure of these conferences included a lecture or panel discussion on specific topics once a week, usually on a week night in the hall's recreation room. If the format included small discussion groups, each group met once a week, either after the lecture, or on another night of the week, or both.

Both of the female halls (in combination with the all male hall) presented one-day conferences on a weekend in the all-female halls' recreation room. Unlike the co-educational halls, logistical problems such as distance between buildings, led planning committees to decide on a one-day conference. The committees wisely evaluated the advantages of asking men to walk across campus to the women's hall rather than asking women to walk to a men's hall.

The advantages of one type of format over the other appears to be negligible. The one-day conference required greater commitment over a concentrated period of time; the multi-week series required continued interest and commitment over several weeks, allowing more time and exposure for the small discussion groups to become acquainted.

Small Discussion Groups

The small discussion group created one of the most exciting and innovative, yet controversial, aspects of all the conferences (including the Leadership Conference). For many students, the discussion group was threatening; for some it was the only meaningful part of the conference; and for others it was just another interesting aspect.

Early in the planning stages of the Leadership Conference, the counselors discussed the feasibility and relevancy of providing discussion groups for conference participants. Ideally, these discussion groups could allow those attending the conference to participate more directly and actively in the program; they could provide opportunities to react freely to the conference as a whole, and to share feelings and attitudes resulting from their participation in a conference of this nature. It could also allow follow-up discussions on the more controversial issues raised by speakers, as well as stimulate new ideas and subjects overlooked by the planning committees.

In actuality, most group leaders from the Leadership Conference concurred that the most meaningful aspect of the discussion group was clearly and simply that students enjoyed the opportunity to sit and talk with peers of the opposite sex under a situation found to be non-threatening to a courting situation. The most favored discussion topics centered on such matters as the double-standard, the importance or insignificance of virginity, the implications of calling for a date two days in advance, why men are "on the make," privacy, creativity, and other issues associated with various stages of dating. Many persons deeply involved with conferences on human

sexuality came to realize during the Leadership Conference's evaluation phase that these kinds of discussions commonly occur in rap-sessions on the floors of residence halls with peers of the same sex, but rarely with persons of the opposite sex.

However, some students showed no interest at all in the small discussion groups and therefore elected not to attend or participate in them. The reasons for this manisfested disinterest are difficult to pin-point but possibly they indicate some of the intricacies related to small groups in general.

No doubt for some students, a small group engagement necessarily conjures up preconceived notions of a full and total encounter group. Surely the fad of encountering is widespread enough that some students might find it difficult to relate to discussion groups without real or threatening overtones of an encounter. While for other students, the threat of self-disclosure when related to the topic of "sex" creates enough anxiety to result in the decision to avoid the group. The latter possibly accounts for a woman's decision not to participate because her personal sexual experiences are a more guarded secret than a man's.

The qualities and effectiveness of the group leader is another important aspect of a group. It is next to impossible to accurately measure the kind of group leader that best fits the needs of small discussion groups attached to a conference on human sexuality. Two halls invited professionals to lead their groups; two halls used the students on the planning committees. The group leader must adapt himself to where the group members are in terms of self-concept, ability to conceptualize and concentrate, ability to articulate, degree of interest in the subject matter, and most of all,

degree of comfort in being in the discussion group. Whether this can best be done by professionals or students is almost irrelevant so long as the leader is sensitive to these variables and can adjust accordingly.

The degree to which a student is comfortable with and is willing to be a part of a discussion group, can be determined by asking each participant to join a group only if he so desires--not because it is a requirement for participation in the rest of the conference. Two halls attempted this; one used student leaders and one used professionals, both were one-day conferences. The hall with student leaders reported slightly higher positive responses than the hall with professionals, however, neither hall reported as high a response as the upper-division hall that <u>required</u> group attendance and utilized students for group leaders throughout a 6-week program.

The multitudes of conferences on human sexuality at the University of Florida throughout last year remain one of our most positive educational programs in the residence halls. Those of us that participated in it feel confident that we contributed to the education and growth of many students.

1970 American College Personnel Association Symposium

Education on Human Sexuality in Residence Halls

"INVOLVEMENT AS A CONSULTANT"

Carl Clarke, Ph.D.
Director of Marriage & College Life Project
University of Florida
Gainesville, Florida

ED 050 428

Dr. Ann Lynch and I were consultants to the office of housing in the development of this educational program on human sexuality. We are both on the staff of the Mental Health Service of the Department of Student Health. Our role as consultants is viewed by our Mental Health staff as one of the important ways we can facilitate preventive action programs which contribute to the mental health of students. Working with resident hall counselors represents a point of view in which we see ourselves providing a support service to those who are on the front line of action. They are doing the real work.

We had been actively involved in the pilot program held the previous year in Rawlings Hall. At that time Dr. Lynch was the counselor for programming for this women's residence hall. I worked closely with her and Mrs. Margaret Beistel, the other counselor, in planning a very extensive program and I also participated as a resource speaker. Much was learned regarding use of a question check list to stimulate interests and to assess areas of concern, regarding the style of presentation to which students were most responsive, and regarding methods of evaluating students' reactions.

We hoped we might learn enough to prepare us to advise in a program the following year which would at least include more residence areas, if not all on-campus housing. There had never been any coordinated campus-wide program. A few women's halls had one or two speakers a year. The men's halls seldom had any programs on sex.

In the early fall of 1968, the counselors for programming who were interested met to brainstorm the possibility of an expanded coordinated sex education program. There were a number of factors to

be considered. Over the past year, three single sex residence areas had become co-ed so there were now six co-ed living areas with only one all-male and two all-female residence halls. No one had had any experience in conducting a co-educational sex program. Attempting to improve the quality and extensiveness of the programming highlighted the scarcity of resource speakers. Programs would have to be developed which relied very heavily upon housing staff and student leadership. Available speakers could not possibly respond to every request for participation in a campus-wide program.

As consultants we would not be able to work as intensely with each counselor as had been done in the pilot program. Our contribution would have to be made to the counselors as a group. They themselves would have to provide most of the leadership in developing and conducting the programs in their own areas. These programs would be only as extensive as they were willing to make them. The most I personally felt I could contribute was to make suggestions based on my own experience and to function as a group leader in the planning sessions of the counselors.

Planning Sessions

There were two goals in mind in offering to function as a group leader for the planning sessions. The first was to provide the leadership function of a discussion leader, i.e., to enable the group to make decisions which each member would support and work toward implementing, to enable the group to use maximally the talents and skills which its members possessed, to encourage and support the involvement of each individual counselor in the creative group process, and to

move the group beyond its own resistance to assuming responsibility for its ambitions and decisions.

As a discussion leader, I maintained enough control over the verbal interaction to insure that discussion was focused on one issue at a time, while at the same time allowing the expression of all the differences of opinion and points of view. I helped individuals clarify their meaning before letting their discussion move on. Before decisions were made ample time was allowed for the group to weigh the advantages and disadvantages of the several possible alternatives. As it became necessary to stop the ruminations and move the group to a decision, I acted accordingly.

Getting individual group members to express their feelings was also an important function. My behavior in such moments was similar to that of group therapist. I recognized that if any given group member failed to work through feelings generated by some aspect of the group process, his creative contribution to the group was very likely to be lost either temporarily or even permanently.

At other times both Dr. Lynch and I actively participated as any other group member, introducing our own ideas. Some of them were accepted, often with modification, while others were scrapped for lack of group support. If the group did not strongly identify with them, the ideas were of little value since it was the group which would have to accept responsibility for implementing all decisions. Groups have a way of letting a decision die on the vine if it has been forced upon them.

Carrying out assignments between sessions resulted in more

serious deliberations of ideas in subsequent work sessions and an attempt to be more realistic. Thus the first goal as the group discussion leader was to facilitate the group interaction such that plans for the leadership conference were formulated and carried out.

A second goal was to provide an experience in group process which would serve as a model for a counselor in working with his own group of student leaders in developing and carrying out plans for a program in their residence area.

The success of the program in any given area would be dependent in large measure upon the leadership students would be willing to give to it. The program most likely to be relevant to the students of that area would come from a blending of the ideas of the counselor and student leaders. The program which student leaders would be most likely to work hard to make successful would be one in which they accepted some responsibility for decisions regarding procedures, etc. The decisions which students would be most likely to feel responsible to carry out would be those which they had some part in making. Therefore, just as the leadership conference was designed to be a model experience which counselors and student leaders could draw upon in developing their own programs, so the planning sessions prior to the leadership conference served as a model experience which the individual counselor would find helpful in conducting planning sessions with his own staff.

Resources

Through prior professional contacts we were aware of many potential resource speakers in the community and of the availability of resource

materials. One of our most important contributions was the advice given regarding whom should be asked to speak and the content areas in which they were competent. We volunteered to be primarily responsible for locating resource materials which might be used in the residence hall programs. Drawing upon their contacts with other professionals, we assembled together for an exhibit during the leadership conference a variety of books, pamphlets, samples, diagrams, audio-visual aid materials, etc. Dr. Lynch developed an extensive bibliography of educational material. This bibliography was given to the program committees in each residence area. Some areas made reading lists for all their residents from the bibliography. Others purchased books and pamphlets or ordered tapes, etc. to be used.

Describing the Programs

From the very beginning we emphasized the value of writing descriptions of the process by which the conference and the various area programs were developed and the nature of the programs. We also stressed the importance of including in the programming some method of program evaluation. It was proposed that these descriptions and evaluations be compiled into a comprehensive report at the conclusion of the academic year. Such a report would have several values. Those responsible for the planning and content of future programs would profit from this documented experience. Some expertise in program development could be passed along to new staff and student leaders. There would be some indication of what aspects of the conference and the various area programs were beneficial and which could be improved upon. Also our method and materials might be desired by personnel workers on other college campuses.

The planning staff accepted this responsibility and parts of several working sessions were devoted to deciding upon the structure of various reports and to developing methods of evaluating the programs. After staff members agreed to write specific reports we assumed more of an authoritarian role with respect to getting reports turned in. For most of us "people helpers" writing about what we do is tedious and unrewarding despite the fact such descriptions may extend many times the initial benefits of our helping activities. Getting the reports written while impressions were still lingering and obtaining evaluative feedback from students as a part of the program they participated in made the job of writing a comprehensive report a manageable one. Dr. Lynch and I agreed to serve as editors in the organizing of this comprehensive report.

My own personal bias toward program development manifested itself with respect to the type of evaluative data collected. I believe that in the early stages of any innovative venture most of the energies should be devoted to developing and delivering the new service. The simpler the methods of evaluation at this stage the better. Ask people what was helpful and what was not helpful. Ask those who planned and provided the service what they saw happening and what value they attached to it. Accumulate the spontaneous assessments of recipients for several weeks following the program. If you discover you actually performed a service then you should address yourself to the task of conceptualizing a more sophisticated research design and selecting instruments to measure specific outcome effects. From this vantage point of experience you can better determine how to measure the effects

of the program without there being adverse effects resulting from your measurement methods.

In connection with trying to evaluate the programs and write reports of the different phases, we saw the importance of calling meetings of the planning staff at several points throughout the academic year. The purpose of these meetings was to evaluate what had been accomplished to that point, bringing everyone up-to-date on the activities of the immediate, past and future period. These were meetings that might not have been called by anyone in the group, but which did give everyone an opportunity to see the larger picture of the total program as it was developing in the different housing areas and to share reactions they had observed in their own students. Furthermore it gave us an opportunity to continue to help the group evaluate their activities and to think out more clearly their future plans.

Evaluation of the Leadership Conference

At the end of the leadership conference, 231 participants filled out a questionnaire evaluating the conference. Only 10% of the respondents were full-time professional housing staff; the rest were students, with 62% being either student staff or holding positions in the student government of the halls. While approximately 25% of them reported dating infrequently, 90% were involved in some on-going relationship with the opposite sex.

Ninety-eight per cent of the responses described the atmosphere of the conference as warm, open and frank. Less than 2% felt that it was embarassing or too frank. As one student said, "Thank you for not talking down to us."

More specific reactions to subject matter was elicted by asking respondents to report what to them were the five most important topics discussed and to rank these topics in order of importance. The topics most frequently cited as the most meaningful and helpful were contraceptive methods, description of intercourse, the mutualness and responsibility in sexual behavior and anatomical information.

Seventy-five per cent felt that the group discussions were helpful, mentioning such things as the opportunity to hear the views of others regarding sexuality (particularly those of the opposite sex), that it relieved inhibitions and opened lines of communication on the subject and the fact that it was a personal and human experience.

One of the goals of the conference was to provide an experience which would help those responsible for planning educational programs to be more comfortable in discussing human sexuality. The two things which we felt would be important to the realization of this goal were speakers who themselves felt comfortable in discussing all aspects of sex, and some opportunity for participants to discuss the subject among themselves. We asked on the evaluation questionnaire, "What aspects of the conference has facilitated your ease in discussing matters of sexuality?" Sixty per cent of the responses cited the attitude of the speakers which created an open frank atmosphere or the group discussions. We feel as though we succeeded on this score.

The participants reported the following three reasons for attending the conference as most important:

1. there was a personal interest, they wanted to hear the answers to questions on the questionnaire;
2. they were curious as to how the material would be handled -

how frank and detailed would the answers be;

3. they felt a need for information to use in their hall, either to be able to answer the questions of residents or to develop a program in their own halls.

In spite of the overwhelming positive response to the openness and frankness of the speakers, one of the most frequent criticisms and suggestions for improvement of future programming was that not all of the questions on the Human Sexuality Check List were answered specifically. This criticism underscores the tremendous stimulus value this check list has to educational programming on human sexuality and the importance of not advertizing that the questions will be answered unless you intend to do just that.

Conclusion

Once the leadership conference was held, the ship was launched, the area programs were under way and as consultants, our job was almost completed. As previously mentioned, we did assemble the group periodically to assess the progress of the campus wide programming and to look to the future. A final meeting was held in the summer of 1969 to look backward and then forward. The backward look was a very gratifying one for obvious reasons. The forward view was challenging.

1970 American College Personnel Association Symposium

Education on Human Sexuality in Residence Halls

"From the Speaker's Point of View"

William E. Kline
Student Mental Health Program
University of Florida
Gainesville, Florida

Education on Human Sexuality in Residence Halls

From the Speaker's Point of View

A title such as this sets off a whole series of thought patterns. Pattern variations range from amusing and embarassing moments to differentiating responses in the presentation and the possible alternatives in planning. Finally, in face of the moment in which we find ourselves - my attempting to integrate that which I and my colleagues feel was a result of the initial program and the ensuing year's work in specific residence halls.

In this time and place, there is not adequate space to explore very many of the causal factors in the speaker's point of view. Therefore, I would like to examine four facets from my phenomenal field which contribute significantly to the total. Initially, there are the pre-views that each speaker has developed through living as a person-professional. Secondly, there is the delicate balance in dealing with "closed areas" in order that you tell it like it is - with the admission that it is a <u>you</u> seeing it that way. This leads to the third point in that as you prepare and speak and respond to questions - it is your life style that becomes manifest - your self transparent - your value-view. And, finally, the speaker's point. The student's needs are to have someone answer their questions. Hopefully, what the speaker likes to say and what the audience wants to hear are congruent, but - if not - the truly exciting speaker reads the format requested by the students and does not impose his prepared set of statements upon

them. Next to that cardinal sin is the Peripatetic discourse which confuses everyone, enlightens no one, bores everyone, implies discourtesy to other speakers, and portrays little or no preparation.

To address oneself to the views of a speaker in a conference, one must attend to pre-views that brought him to the platform. Some of us found it more comfortable at the outset to explain our presence as an "expert on sex - a sexpert." And, of course, one must resolve some place in the planning what causes one to be defined as an expert. I think that most of us approached this assignment as generalists with some specific knowledge, and as a result there was some trepidation.

Those of us who are applied psychologists sometimes tend to see sexuality from a jaundiced point since our clientele so often have had negative experiences as a result of acting impulsively and/or injudiciously. Still, as relatively healthy humans, we have perceived and experienced sexuality as a joyful, humorous, and sometimes fun-filled activity. To some extent this is reflected in our own posture in living and even includes the jokes we find amusing.

Thus, we move to another area of consideration. That is, determining a balance between seriousness and levity, and choosing elusive labels between heady medicalese and the "four-letter" variety. Students do not respond heartily to the presentation that is heavily laden with entendre and "dirty" jokes, but they can become bored rapidly with the perceived super-serious and moralistic. Consequently, speakers need to be blessed with the type of sensitive feedback which allows them to feel how they're coming across, and a certain sense of balance and courage which allows them to begin in the first place.

There is an area in speaker's pre-views that we as college personnel workers need to attend to and examine with concern for the present and the future. The situation in which we find ourselves can probably be examined from many angles - I choose at this time to attack it from the avenue of freedom and responsibility. Whether adult ethics abdicated control or youthful zeal merely seized greater degrees of freedom is a moot point. The result appears to be a situation in which our students have nearly full freedom to act without the concomitant most of us accept - responsibility. Speaking for myself, I cannot accept freedom without responsibility. And, the corollary would seem to hold that it is only as I am personally responsible that I can be free to act. Therefore, socio-behavioral education assumes the role of clarifying alternatives in individual and group behavior, but alternatives of choice are only meaningful when the choosing person accepts responsibility for ensuing behavior. By consensus of speaker reports, this is the most difficult point to explain and communicate with the degree of clarity and quality it merits.

As far as being a speaker is concerned, I must speak for myself - here- and in the programs. To speak scientifically and objectively in the area of sexuality is to be structured and protected. Young people demand, implicitly if not explicitly, that you present the facts and what you believe. They can reject your values or your position, but they need to know what it is to make a decision. In a somewhat elaborate misconception I have been defined as "pro-marriage." This year in an attempt to dispel that image, I was far more objective. The result was that in the question period I was asked, "What do you believe?" Most young people who attend these conferences want as much information of knowing and believing as possible in order that they

choose. If, as my friend Mary McCaulley states "we all favor integrity, honesty and commitment . . ," then we must define liberality and possibly defend as well as define the concept of chastity to this generation.

Then, there is the speaker's view. Lionel Tiger suggests that there is evidence to support the construct that there is more cortical activity in the male during ideation, superimposition, arousal, and activity than in the female. If that conclusion is true, then there will be a differential response in one's audience regarding sexual identity as well as stimulus of speaker's sexual identity. Regarding philosophical position, it is easy to be categorized as a pragmatist and summarily truncated to the stance of "if it works, it's right," Yet, there's a massive gap between William James' essay on the "Moral Holiday" and Hugh Hefner. We grow up in one world and old in another. For many of us, what Robert Ardrey calls the "Romantic Fallacy" is no fallacy. If we are basically romantic as far as our assumptions are concerned, then we should be clear in those basic assumptions.

A penultimate consideration is the audience's orientation. Often as a result of our training and certainly with the added contribution of publicity give sexuality in mass media we assume that our audience is quite sophisticated. Furthermore, since reading effects learning and there is so much accurate material available in print, we accept that apparent interest will have resulted in study. The opposite too often seems to be the case! If there is any valid generalization about audience sophistication, then it is that there is a mass of accumulated misinformation. Our task then is reorientation as well as socio-behavioral education .

The final point is the speaker's point(s). Whether one employs a panel or a series of single speakers or a single speaker, make sure that what is to be said is clearly understood by the speaker and the audience. The reward for parsimony may be only intrinsic, but the program will be richer for it. When we can go beyond where it is and what it's called and how to do it to a realistic and responsible presentation of the 'rightness' and the 'when-ness' of it for you and for me and for us; when we determine that we are significantly addressing ourselves to the latter general view; then, and only then, will we be contributing a marked quality to the lacunae in socio-behavioral education.